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AUTHOR Hollings, Rick; Berghoff, Beth K.
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ABSTRACT

This document presents a workbook and facilitator's notes designed for use with small groups or with individual students in secondary schools to help them cope with troubling events related to the Gulf War. The material contained in the workbook is designed to help students deal with each of seven stages that the mastery model sees individuals working through in order to minimize the emotional trauma associated with a major crisis: discrimination, coping, restitution, survivor's guilt, reintroduction of structure, insight into relationships between symptoms and trauma, and development/widening of a support system. The facilitator's notes recommend meeting with students over a period of 6 to 8 weeks. The student journal contains the following sections to be completed by the student: (1) About Me; (2) The Military life; (3) Feelings; (4) How I Stay Informed; (5) How I Cope; (6) Helpers; (7) Separations; (8) Problems on the Home Front; (9) More Feelings; and (10) Taking Care of Me. Following the first meeting in which the journal is discussed and the first section completed and discussed, it is suggested that subsequent sessions include a brief meeting followed by time for students to individually complete one section of the journal to be used as the focus of discussion for the rest of the session. Included are 10 separate sections which may be completed individually or in combination and an incomplete letter for students to complete. (NB)

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Thoughts and Views on The Gulf War
Facilitators Notes

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Rick Hollings, MA
Beth Berghoff, PhD

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This workbook is intended for use in small groups or with individual students. Its purpose is to provide student services personnel with a guide for helping secondary students cope with troubling events related to the Gulf War. It is based upon the mastery model developed by Thomas Haizlip, M.D., which supposes that to minimize the emotional trauma associated with a major crisis, one must work through the following stages:

1. Discrimination;
2. Coping;
3. Restitution;
4. Survivor's guilt;
5. Reintroduction of structure;
6. Insight into relationships between symptoms and trauma;
7. Development/widening of a support system.

The material contained in the workbook is designed to explore and help the student begin to deal with each of these stages.

We are recommending that facilitators meet with students over a period of six to eight weeks. In the first meeting, the journal should be discussed to include the issue of confidentiality (SEE NOTES TO STUDENTS page) and the ABOUT ME section completed and discussed. The suggested format for subsequent meetings is to have a brief meeting followed by students individually completing one section of the journal. After everyone has completed the section, it can be used as the focus of the discussion for the session. There are ten separate sections which may be done individually or in combination and an incomplete letter for the students to complete and elaborate.

Specific notes or sections:

ABOUT ME:

If a student has more than five family members, the exercise can be continued on the back of the page.

THE MILITARY LIFE:

If more than one person is listed in step 1, have student continue step 2 on the back. Step 2 is designed to help the facilitator determine how much the student really understands about the job of the active duty parent. An incomplete understanding can be a source of distress in itself. In discussing steps 5 and 6; it is important for the facilitator to remain neutral in the expression of opinions which might intensify the level of emotional conflict for the student.

FEELINGS: No comments.

HELPERS: No comments.

SEPARATIONS:

Facilitator may want to mention that sometimes it is easier to part from someone when you are angry at them than when the relationship is particularly close. Parting when feeling close can be very painful which is one reason why people start distancing from each other if a parting is coming.

PROBLEMS ON THE HOME FRONT:

Life goes on at home with many of the same problems that existed before the Gulf Crisis. This exercise provides the opportunity to examine common areas of family conflict. It would be a good opportunity to develop listening skills, communication skills, negotiating-mediation skills, and to develop empathy for someone else's perspective and problems.

MORE FEELINGS: No comments.

TAKING CARE OF ME: No comments.

INCOMPLETE LETTER:

Not all letters need to be sent. This exercise is provided as a starter letter. Some students may prefer to write their own letters. Each student should be encouraged to write letters to the person (people) they are separated from, <u>but</u> it should be left up to the individual student to mail or not mail the letter. Some students may benefit from putting thoughts and feelings on paper knowing that no one else will read them.

Thoughts & Views on the Gulf War

Rick Hollings M.A.
Beth K. Berghoff Ph.D

NOTE TO STUDENTS

Right now, you may be going through a struggle trying to understand and come to terms with the events going on in the Gulf. This situation is troubling to all of us; however, it is especially difficult for young people who have never experienced a major war or crisis.

This journal was developed as a way of assisting you in understanding and working through your thoughts and feelings about the Gulf War and the affects it is having on your life. It is designed to be completed in a group with the aid of your school counselor, psychologist or student services person although it can be done in discussion between you and that person alone. The journal is meant to be completed over a period of time so that you can work at a pace which is comfortable for you.

As you complete your journal, we encourage you to share your insights, thoughts, feelings with your family. Doing so can be beneficial for them as well as for you. Also remember that for the most part, your thoughts, feelings and what you write in the journal will be kept confidential with two exceptions which will be discussed by your counselor.

About Me

Name _____ School _____ Grade ____

My Family:

Name	Age		3 Characteristics of the person		
_____	___	is	_____	_____	_____
_____	___	is	_____	_____	_____
_____	___	is	_____	_____	_____
_____	___	is	_____	_____	_____
_____	___	is	_____	_____	_____

Favorites:

food	_____	T. V. show	_____
color	_____	group	_____
person	_____	activity	_____
song	_____	place	_____

Least favorite:

food	_____	T. V. show	_____
color	_____	group	_____
person	_____	activity	_____
song	_____	place	_____

The best thing I ever did was _____

_____

_____

_____

_____

The worst thing that ever happened to me was _____

_____

_____

_____

_____

The Military Life

1. Someone important to me is in the military. That person(s) is (are):

   _____
   _____
   _____
   _____

2. In the military _____ job is to _____
   _____
   _____
   _____

3. Going off to the Gulf War is different from other times that _____ has had to leave because ____
   _____
   _____
   _____
   _____

4. There is (more) (less) stress for me since _____ has been deployed.

5. What I think lead to the Gulf War is _____
   _____
   _____
   _____
   _____

6. What makes the Gulf War different from other crises is
   _____
   _____
   _____

feelings

Feelings that I have had about the Gulf War.

_____ afraid	_____ helplessness	_____ lonely
_____ worried	_____ anger	_____ excited
_____ relief	_____ bitter	_____ troubled
_____ frustration	_____ nervous	_____ confident
_____ guilty	_____ left out	_____ tension
_____ sad		

Other times I have felt some of these feelings are _____

_____

_____

_____

_____

What has been said to me that makes me feel better is _____

_____

_____

_____

_____

What has been said to me that makes me feel sad is _____

_____

_____

_____

_____

What has been said to me that makes me feel worse is _____

_____

_____

_____

_____

How I Stay Informed

Activities I do to keep up with what is going on in the Gulf.

	Activity	How Often	How I Feel
TV	_____	_____	_____
Radio	_____	_____	_____
Newspaper	_____	_____	_____
Friends	_____	_____	_____
Telephone	_____	_____	_____
Teacher	_____	_____	_____
Parent	_____	_____	_____
Other	_____	_____	_____

On a scale of 1-10. Keeping up with the news makes me feel:

1 — 5 — 10

Bad — Good

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

How I Cope

On a scale of 1-10 how I am coping with _____'s deployment is:

1	5	10
Poorly		Well

When I need:

to be comforted I can _____

_____

to be loved I can _____

_____

to be angry I can _____

_____

to be alone I can _____

_____

_____ I can _____

_____

How the Gulf War has changed the way I think and feel _____

_____

_____

_____

_____

How the Gulf War has changed the things I do _____

_____

_____

_____

_____

Helpers

What I do that helps me COPE when I am sad, upset or angry:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Some things that help me feel better when I think about the Gulf War are:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Who I usually talk to when I'm upset or anxious: (✓)

mother _____	sister _____	girlfriend _____
father _____	pastor _____	pet _____
friend _____	teacher _____	other _____
brother _____	counselor _____	_____

The one(s) that listen best are _____
_____

The kinds of things that my family does together that:

helps me	makes life harder for me
_____	_____
_____	_____
_____	_____
_____	_____

Something that I think would help me but I haven't been able to do is _____
_____
_____

Separations

When _____ left did I get to say good-bye like I wanted to? _____

Other things I wanted to say but didn't:

_____

_____

_____

_____

What I would like to do for _____ that I haven't done _____

_____

_____

_____

_____

I can let _____ know how I feel now by

_____

_____

_____

_____

_____

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

Problems on the Home front

Problem Area	Proposed Solution
1. Chores	
_____	_____
_____	_____
_____	_____
2. School	
_____	_____
_____	_____
_____	_____
3. Money	
_____	_____
_____	_____
_____	_____
4. Curfew	
_____	_____
_____	_____
_____	_____
5. Discipline	
_____	_____
_____	_____
_____	_____
6. Back talk	
_____	_____
_____	_____
_____	_____
7. Friends	
_____	_____
_____	_____
_____	_____
8. Brothers/sisters	
_____	_____
_____	_____
_____	_____

9. Parent

_____ - - _____

_____ - - _____

_____ - - _____

10. Other

_____ - - _____

_____ - - _____

_____ - - _____

More Feelings

How I can tell when the Gulf War is bothering me? What happens to my thoughts, feelings, and/or behaviors is _____

_____

_____

_____

_____

_____

How I keep my thoughts and feelings about the Gulf War separate from feelings about the other things in my life (school, friendships, family, etc.) _____

_____

_____

_____

_____

The things that are happening right now that concern me are

_____

_____

_____

_____

What I do when I am concerned is _____

_____

_____

_____

_____

Taking Care of Me

Even during bad times I need to take care of myself. If I don't take care of myself, I won't be able to take care of others.

Some ways I take care of myself now are:
(some starter ideas)
pet the dog _____
get some sleep _____
kick a tree _____
hug a friend _____
have a pizza _____
_____
_____
_____
_____
_____
_____

Some other things I can do in the future to take care of myself are:

_____
_____
_____
_____

Notes:

_____
_____
_____
_____
_____
_____
_____
_____

Dear _____

I am _____. A funny thing happened to me. I was _____

_____

School is going _____

my teacher complimented me on _____

_____. Yesterday I _____

_____

_____.

Since you've left I've _____

_____

_____

_____

_____.

I really feel _____ when you are away. The best thing to happen to me since you left was ____

_____

_____

_____,

and the worst was _____

_____

_____

Remember when we used to _____

_____.

I wanted to tell you that _____

_____.

Don't forget _____

_____.

Is your favorite thing still _____.

_____

_____

_____

_____

Love,